

# Chapter 1

## Section 4

## APPROPRIATE FANTASIES

### SEXUAL

You have just described your inappropriate fantasy. The next step is to describe an appropriate fantasy. Appropriate fantasy has five steps.

The first step is choosing one appropriate partner. The partner must be a person your age. A partner must be consenting. The partner cannot be forced into sex. The partner must understand what is happening and the possible consequences (They cannot be high, drunk, or mentally ill). They must be able to say no without any harm to them. Harm includes physical, emotional, or socially harm.

The second step is developing a romantic situation. Romantic situations are not bribes but showing respect and love for a possible partner. In real life, the partner can have the romantic situation but then decide not to have sex. They have the choice. You may want to fantasize several romantic situations before you and your partner agree to have sex. The situation should include intimacy.

Intimacy is a warm close feeling when you and your partner feel safe. Two people often wish to talk about how they feel about each other. Sometimes, they choose to tell things to each other that no one else knows. They feel safe that the other person will not tell anyone. The two people may talk about how they feel about each other and themselves. Often, this is the person that hears about embarrassing or painful things.

An appropriate fantasy should start long before sex starts. The romantic situation may include watching TV, going to a restaurant or movie, or a walk together. Intimate conversation is important.

The third step is foreplay. Foreplay are sexual behaviors that help each person become sexually aroused. Foreplay should include kissing and caressing each other. Caressing means gently rubbing the other person. The caressing often includes touching each other in sensitive areas. Sensitive areas are not just the genitals but also the mouth and face. Oral sex may be included as part of foreplay. Oral sex is part of foreplay when it stops before orgasm. You and your partner may choose to do oral sex until orgasm. In this case, oral sex is not foreplay but the sexual act. Each partner is trying to please the other partner. Some people call this pleasuring each other.

During the third step the bodies of the partners begin responding to the arousal. A woman's nipples may become hard and their vagina begins to sweat. A man's penis becomes erect. The breathing and heart beat of the partners become faster.

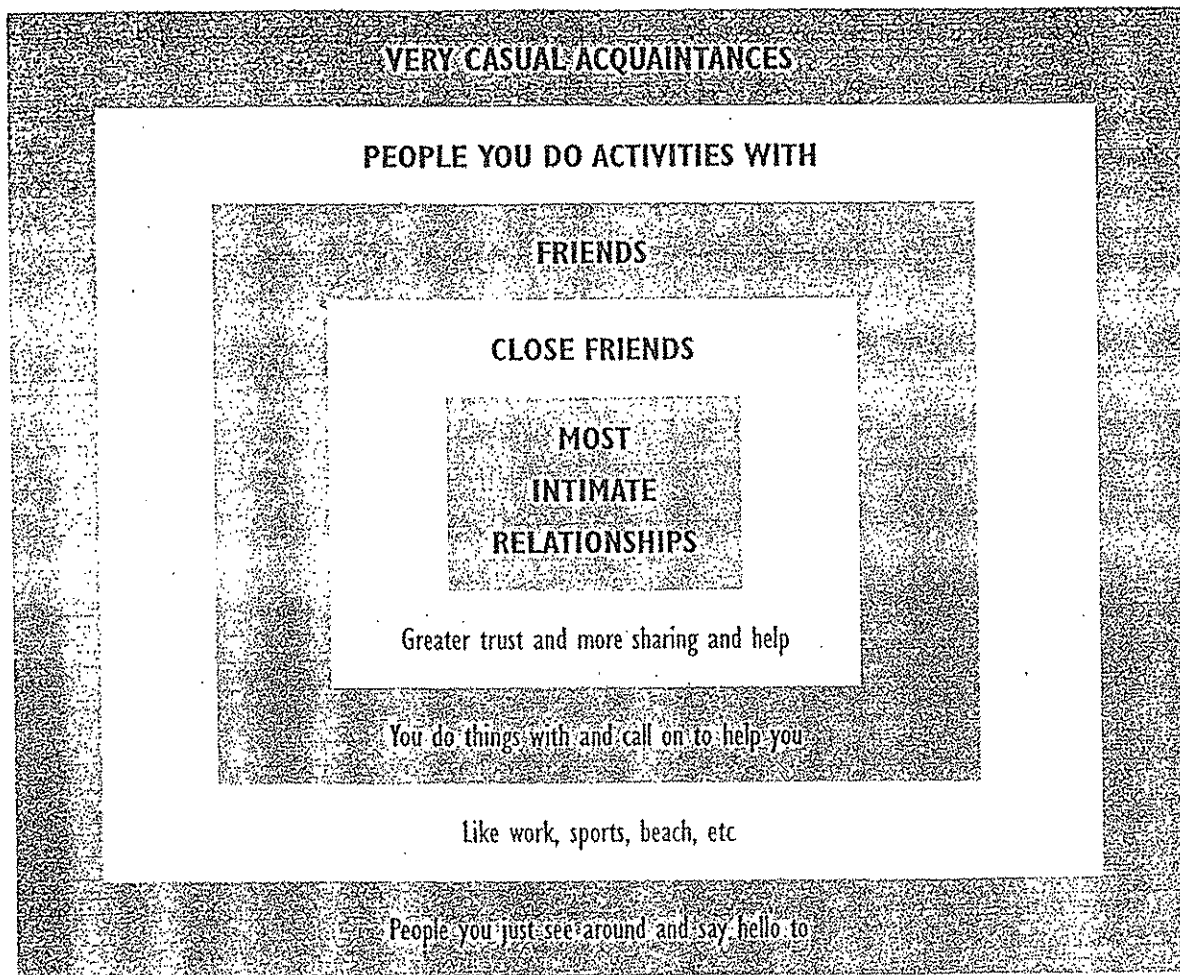
An appropriate fantasy should include the mutual pleasuring. You must be able to include the changes in your partner occurring during foreplay. Your concern for them helps you know they want to have sex. If they are not responding to you, they may be just cooperating or complying.

The fourth step in the fantasy is orgasm. The orgasm may be part of vaginal sex (penis inside a vagina), mutual masturbation, or oral sex. Each partner reaches a physical and emotional peak. During this peak, each partner should be aware of the other and feeling extremely close and open to the other person. The fantasy should not include anal sex. A penis does not fit into an anus. The person having their anus penetrated is injured.

The fifth step is resolution. Resolution means to finish sex in a positive and caring manner. Most people cuddle and hold each other. Often they stroke and caress each other. This is not to arouse each other, but to relax enjoy the closeness. Strong emotional feelings happen between the partners.

Now is the time for you to write an appropriate fantasy. Your fantasy should include all five steps. Your description should include details about how your partner looks and the feelings you have for them. Foreplay should be described as a loving and caring way of creating sexual arousal. Resolution should include you being open to your partners feelings and being able to stay close to them.

The diagram below shows how relationships should build.



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## STOPPING INAPPROPRIATE FANTASIES

This assignment is to help you to learn four ways to stop negative fantasies or thoughts. You may use these ways to help you control what happens in your mind. You are the only person that can control what happens in your mind. But, controlling what happens in your mind is difficult. Sometimes you can just tell yourself to stop and it works. Sometimes you tell yourself to stop and the next second in pops right back into your mind.

For instance, you may have a girl that you really care about. You want to treat her with respect and not cheat on her. The problem is another girl who wants to have sex with you. This other girls say things to you that get you interested in her. You know what you want to do and you know what is the right thing to do. Unfortunately, they aren't the same thing. The first thing to do is check and see if you are using any distortions. Distortions must be the first thing to stop because they justify what you want to do. You wouldn't want to pick fights with your girl just to get mad so you can cheat on her. You wouldn't want to tell yourself that your girl would never know.

The next thing to do is check and see if your behaviors are setting you up. Do you just "happen" to go around where this other girl hangs out? When you see her, do you start a conversation? We will come back to how to stop them a little later. Are you asking about her among her friends?

The third thing to do is check and see if you are using any fantasies. Are you daydreaming about sex with this girl? Do you have fantasies about how you could meet her? When you hear a sexual song, do you think about her?

All three of these things (thoughts, behaviors, and fantasies) must be stopped if you are serious about not cheating on your girl. This section will focus on the thoughts and fantasies.

### How You Change Thoughts and Fantasies

You can change your thoughts and fantasies using these techniques.

#### 1. Talking about what you think or fantasize<sup>78</sup>

Sometimes just sharing a fantasy helps us recognize that it does not make sense or is inappropriate. Choose someone you trust and contract with them to tell them your having an inappropriate fantasy. Do not choose someone who might be the objective of the fantasy. You do not have to tell them the fantasy but just that you are having an inappropriate one. Ask the person if they think it helped you.

#### 2. Finding alternative thoughts or fantasies:

Identify another thought to have instead of the inappropriate fantasy. The other thought should not be anything that is pleasurable. If it is pleasurable, then it may reward you for the inappropriate fantasy.

**3. Counting the thoughts or fantasies:**

Get a small file card or piece of paper. Every time you have the fantasy, make a mark on the paper. Total it up for the day for a week and see if it goes down.

**4. Interrupting the thoughts or fantasies:**

Think up the worse possible thing to happen during your fantasy. For instance, your having sex or getting high and your mother or your sergeant walks in. Imagine that the police surround you.

**5. Sit down and think about what you are avoiding and deal with it**

Check out with yourself and see if you are avoiding a painful situation. You may want to ask a friend or family member to say whether they think your avoiding something.

If none of these works you can talk to your therapist about other alternatives.

# STOPPING INAPPROPRIATE FANTASIES

Name \_\_\_\_\_

Date	Time	Location	Type of Fantasy	What was it about?	What did you do or think to stop the fantasy?	How well did it work?
			SA V S			
			SA V S			
			SA V S			
			SA V S			
			SA V S			
			SA V S			
			SA V S			
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			SA V S			
			SA V S			

Total: \_\_\_\_\_  
 Sexual \_\_\_\_\_  
 Violence \_\_\_\_\_  
 Substance Abuse \_\_\_\_\_



## Lesson Plans for the Four Preconditions and Setting Up Victims

These two lessons focus on how the youth first disengaged from responsibility and then actively sought victims. These lessons are critical to helping the youth understand how they did not assume responsibility in their offense but can now assume responsibility in the future.

### Four Preconditions

The learning objectives for the four preconditions are:

1. The youth will understand how he failed to build barriers between himself and antisocial behavior.
2. The youth will define specific thoughts and behaviors to use as barriers between him and antisocial behavior.

The primary instructional technique is the barrier picture developed by Finkelhor (1984) and developed into a lesson by Kahn (1990). The counselor may wish to review the Kahn lesson and chapter by Finkelhor. The barrier picture provides a vivid visual picture. The counselor may wish to draw the picture on a board and illustrate how assuming responsibility fills the barriers making them taller, thicker, and sturdier. Actions that avoid responsibility are explained as attacks on the barrier to tear them down and make them weak. The therapist may be creative and dramatic to help the youth understand the process of assuming responsibility.

The primary counseling technique is to invite the youth to accept responsibility. Alan Jenkins also describes the process well in Invitation to Responsibility (1990). Jenkins invites his clients to examine what restrained them from assuming responsibility for their harmful behavior. His approach avoids confronting them with their irresponsibility but ask what happened restrained them from assuming responsibility. He identifies three principles:

1. **Decline** explicit invitations to attribute responsibility for violence to factors, beyond the man's influence and implicit "invitations" to take responsibility for the man's violence and attend to it for him.
2. **Invite** the man to challenge restraints to acceptance of responsibility for his own actions.
3. **Acknowledge and highlight** evidence of the man's acceptance of responsibility for his action.

This approach emphasizes the youth capacity for change and feelings of self-efficacy. Assuming responsibility is defined as a positive active process and not one of blaming personal characteristics or external situations. The graphic presentation provides the therapist the opportunity to identify any effort to assume responsibility and develop concrete. The counselor and peers are not forcing him to take responsibility in a

confrontational manner but asking him to "pit himself against his own restraining beliefs and practices." The question is what held you back from building your barriers.

The four preconditions assignment has two handouts for youth. One is a straightforward handout with minimal reading. The second one includes a more sophisticated discussion of motivation based on Glasser's work (2000). The counselor may use either handout based on the intellectual and academic skills of the youth in their group.

### **Identifying Setting Up, Grooming and Maintenance Behaviors**

These assignments are adapted from Pathways by Timothy Kahn (1990). This workbook was designed for treatment of youth with sex offenders. The material presented here may be applied to sexual offenses and other criminal offenses. The counselor may wish to use Kahn's original chapter if their youth are all sex offenders. However, the counselor must relate the lesson to other criminal offenses other than sex offenses even for sex offenders.

#### **Learning objectives**

1. The youth will identify how he either gained compliance or cooperation from his victim or used coercion to commit harmful behavior toward others.
2. The youth will identify how he maintained his antisocial behaviors through thinking and behaviors.

The instructional technique is discussion with an emphasis on disclosure. The counselor works with the students to describe details of their committing offense and use that information to complete the homework.

#### **Bibliography**

1. Glasser, W., Reality Therapy In Action, HarperCollins Books, 2000.
2. Jenkins, Alan, Invitations to Responsibility, Dulwich Centre Publications, 1990.
3. Kahn, Timothy, Pathways, Safer Society Press, 1990.

The Four Preconditions  
(Adapted from Kahn, 1990 and Findelhor, 1984, Glasser)

Criminal offenses do not just "happen." Your cycles show what happens that ends up at an offense. You know the thing that lead to your offense. These conditions must exist *before* you commit an offense. You had to have broken through or gotten over some barriers. This assignment is about learning how to stop going over the barriers. In this chapter you will learn about your barriers for offending and how to build up the barriers to prevent yourself from offending again. We are looking for ways for you to be responsible.

Look at the chart in the assignment. Imagine yourself as the person on the left. He can only offend the person on the right by climbing over the barriers. If you cannot get over the barriers, you can't reach the victim. Four types of barriers are (1) motivation, (2) internal barriers, (3) external barriers, and (4) the victim's resistance. The four barriers are the blueprints for how you commit your offenses. It is also a blueprint for your prevention plan. You can learn to build up any of the barriers to prevent further offenses. Look at the chart below. Imagine yourself as the person on the left, who could only offend against the person on the right by climbing over or breaking through the barriers that separate you. If you could not get over the walls, you would not reach the victim. The next section explains the four preconditions: (1) motivation, (2) internal barriers, (3) external barriers, and (4) the victim's resistance.

Motivation is a need. Something a person wants. We are born to have emotions. We struggle to feel as good as we can and to avoid feeling bad. To feel good, we must meet our needs. Unfortunately we don't always make good choices. Sometimes we choose a behavior that can make us feel good quick. But it really doesn't fit your needs. There are five needs.

1. Survival Our most basic need is to survive. It is eating and trying to stay warm. If our needs are not met we get angry. This anger helps motivate us to survive.
2. Love and belonging. We are born wanting people to like us, and to want to have people around us. This doesn't mean that we want everybody to like us. We just want the people important (family, friends,) to like us and to want us around.
3. Power We like to feel that we are capable. We can feel capable of good things or bad things but we want to feel capable. When we feel capable—we have power.
4. Freedom Freedom is getting to do what you want to.
5. Fun. For our purposes "fun" means learning. It includes the kind of learning you do at school. It also includes the learning you get out of life in general. Learning helps you meet your Survival needs. It gives you an advantage in dealing with the problems of life. If you enjoy learning new things, and laugh a lot when you do, you have a high need for fun.

Needs create feelings, self-talk, and behavior. Meeting needs will make us feel good. We choose to do something to meet needs. The things we choose are based on the way we think and believe. Unfortunately sometimes we haven't learned the right things.

In this assignment, you identify good and bad ways of meeting your needs. You can build barriers. The barriers keep you from meeting your needs in a bad way. The barriers help you find positive ways to meet your needs. Fill in the chart on the next page.

Need	Ways to build barriers	Ways to tear down barriers
Survival	Get a job to get money to buy things.	Look for easy ways to get money
Love	Take your time to make friends and get to know them well	Choose friends by who has the best weed
Power	Work hard in school to show People what you can do	Hit somebody

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Freedom Earn your freedom by getting your  
Mother's trust

Walk out of the house everytime  
your told no

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Fun: Learn new ways to fake people  
Our on the dribble

Figure out ways to mess with  
people's heads

**Internal Barriers.** Once you had the motivation, you may choose risky self-talk. You must do three things to get past feeling responsible. You might decide that the victim's feelings doesn't matter or ignore the fact that you know it is wrong. In other words, your desire to offend was stronger than your conscience telling you that you shouldn't do it.

All people use self-talk. Self-talk breaks down your internal barriers against offending. You may tell yourself that you are so smooth, so cool, and so smart that you'd never get caught. : You might tell yourself that you are so angry. You got a right to take out your anger on any body. If you were under stress, you might told yourself that it didn't matter what you did. Your self-talk yourself into believing no harm comes to your victim. These are all examples of ways you probably broke down your internal barriers against offending.

Write below thoughts that build up or tear down barriers. Try to match them up so the build up thoughts argues against the tear down thoughts.

Build up

Tear down

External Barriers. The third barrier comes into play when you want to offend. You've decided to do it. Then you had to find a way to do it. You had to get the victim alone and make sure no one was watching. External barriers are very important-you can have the urge and decide to do it, but you can't unless you find a sneaky way.

You had choices to get to the person or place so you could offend. You might have looked for a time when no one was watching or your victim would be afraid to talk. You might have cruised around a neighborhood looking for a house where the people were gone. You might have looked for a corner where you knew you could deal without attracting attention. You might have picked a time to batter somebody when his buddies were not around.

It's a lot harder to reoffend when you stay away from possible victims. This is one of the simplest parts of treatment. It's almost as if they want to 'prove' they're 'cured' by subjecting themselves to the temptation to offend. You have to choose to walk away from temptation or places where temptation might lurk.

It's a little like kicking an addiction. If you quit smoking but still hung around the cigarette machine, you'd wind up smoking again. But if you kept right on walking, it would help you stick to your program. Or a driver who is about to lose his driver's license for speeding might decide to take the bus to avoid driving. Recovering alcoholics avoid bars for the same reason.

Building up your external barriers is part of 'relapse prevention.' It takes planning and thinking ahead to change your life so that you will have fewer opportunities to reoffend.

List 10 ways you use to avoid external barriers.

List 10 ways you can build up your external barriers.

Victim's Resistance. Finally, you get past the external barriers. You now have to overcome the victim. Victim resistance can be broken by manipulations or force. Sometimes you don't even have to see your victim. If you go to a friend's house and see something you want. You know the friend and ask when they might not be home and becomes friends with the family dog. These are all manipulations to do a crime.

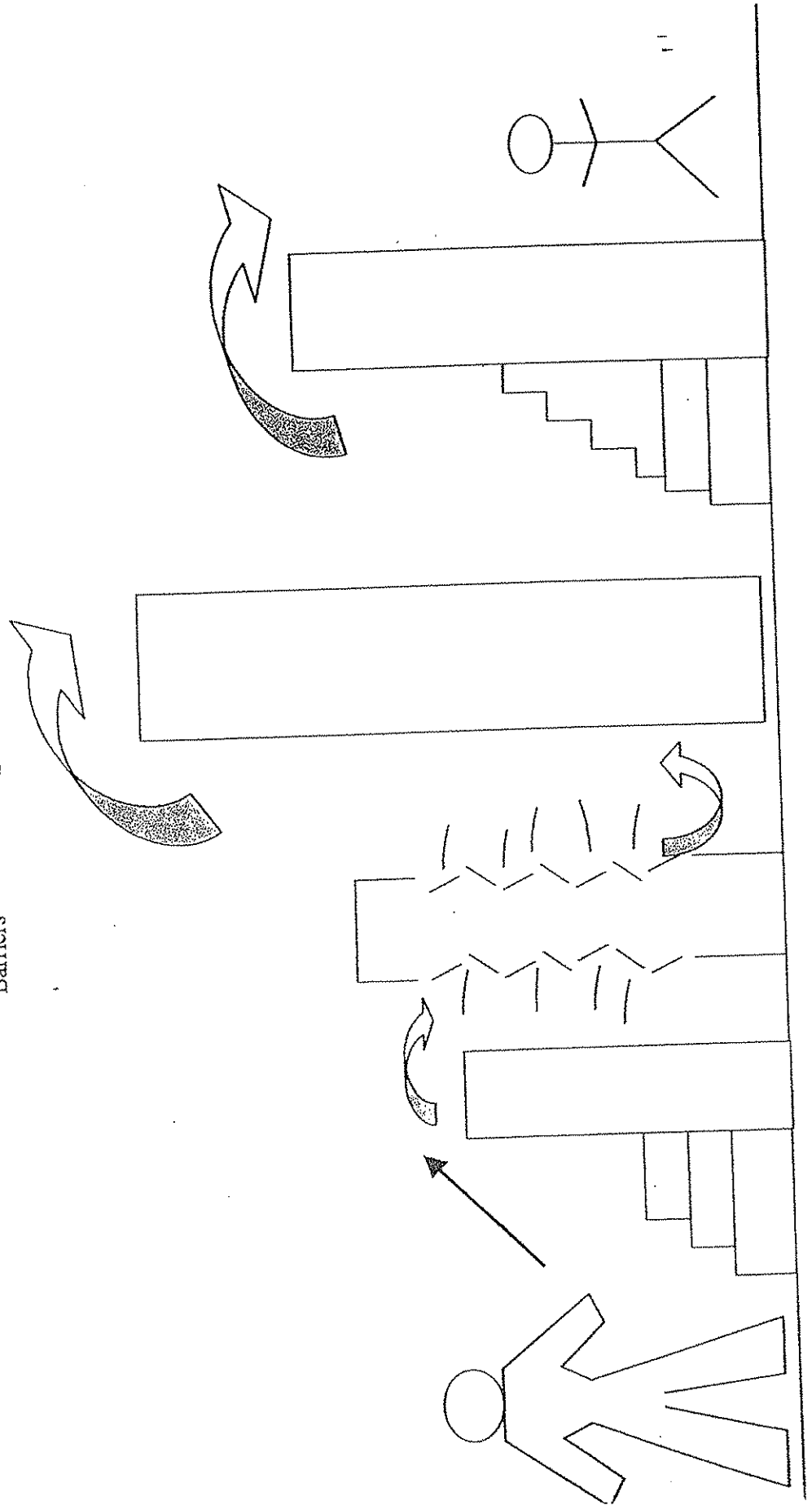
Write down 10 ways you got around victim's resistance.

Write down 10 ways you can build up victim's resistance.



FOUR PRECONDITIONS OF CRIME  
Finkelhor, 1984

- 1 Motivation
- 2 Internal Barriers
- 3 External Barriers
- 4 Victim's Resistance



**Identifying Setting up, Grooming and Maintenance Behaviors**  
(Adapted from Kahn, 1993)

Guys like to avoid blame and responsibility. They don't like thinking they planned their offenses. They want to believe it "just happened." Sometimes, they don't have to plan because they've done it so many times. They don't have to think. Doing crimes means you know how to do them. If you think about how you do crimes, you can learn how not to do them.

Three types of behaviors are important. They are grooming, setting up, and maintenance behaviors.

Grooming behaviors are used to manipulate a victim. You can sweet talk them, fool them, and bribe them into doing things. Grooming is how you get compliance or cooperation. Grooming is getting people to trust you or in debt to you. You are also grooming when you get information to use against them. You might find out what they have that you want to steal.

List grooming behaviors that you have done to commit crimes:

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Setting up behaviors are when you force a victim in a crime. Setting up means getting the victim in place where they can't defend themselves. You can then use force. Crimes would include battery, rape, and robbery.

List setting up behaviors that you have done to commit crimes:

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Maintenance behaviors are little things you do to keep yourself hyped. They make you feel okay about doing crimes. A maintenance behavior feeds into your risky self-talk, feelings, or behaving. They keep you thinking about offending. Makes it easier to keep hurting other people. They help you feel good and successful about yourself. They support offending.

For instance, you may sit in the day room telling "war stories." You may talk about crimes you did before, getting high, parties, or how you have beaten people up. All of these are ways to maintain your criminal thinking, feeling, and behavior.

List ten maintenance behaviors that you see others do in the dayroom.

List ten maintenance behaviors that you do in the dayroom.

List ten maintenance behavior you used on the "outs."

### *High Risk Factors*

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## FANTASIES

Fantasies are fun, funny, painful, arousing, scary, satisfying, and a lot more. Fantasies are normal and good. They are like food for the mind. They feel good and are needed. If fantasies were gone, you would want them. We want you to have positive fantasies. Fantasies that help you feel good. Fantasies give you dreams, things you want to do in the future. We want to help you live your positive fantasies.

We would never want you to stop having fantasies. Not having fantasies would make you want them. It's just like being hungry makes you want food. But like food, some are not good for you. If you eat rotten meat, you get sick. If you feed your mind with rotten fantasies, then your mind gets sick. Then you might hurt people, your family and yourself. These assignments help you understand violent, alcohol, drug, and sexual fantasies.

You will learn the difference between appropriate and inappropriate fantasies in these lessons. They also help you understand violent fantasies. They may have to do with your offenses and relationships with others. You will also learn when and where to have fantasies. The final section teaches you how to control or change your fantasies.

Talking and thinking about your thoughts is difficult. Sometimes it is embarrassing. You may have to work with your counselor to become okay with talking about them.

First let's discuss the negatives. Some of the most difficult things to talk about are fantasies about your offenses. When you have fantasies about your criminal behavior, you might feel shame. You are not only telling what you did, but that you planned it. When you admit wanting to do the offense, you are saying that you meant to do it. That can cause feelings.

Sometimes those feelings are guilt. Other times it's shame. Shame is a difficult feeling to understand. Let's think about two different people. Each person does something really wrong. The first person thinks about what he did and knows that he did wrong. He then says to himself that he always screws up and there is nothing good about him. This person is feeling shame.

The second person thinks about what he did and knows that he did wrong. He then says to himself that he is better than that. He tries to think of ways never to do it again. This person is feeling guilt. We hope you feel guilt and not shame. Guilt can help you change. Shame gives you a feeling of hopelessness and makes it hard to admit mistakes. Guilt makes you want to admit mistakes. Admitting mistakes is painful but, when you know you can change, the pain is worth it.

Discussions of your fantasies may bring feelings of shame. But remember, everyone had fantasies that led to their offenses. No fantasy is better or worse than any other fantasy. Violent fantasies are not manlier than sexual fantasies. Substance abuse fantasies are just as dangerous as violent fantasies.

Sometimes people feel good about what they did. They may feel good because they got over. They may feel good because they got revenge. Having fantasies of crime and feeling good makes it easy to do crimes. These fantasies have got to stop to keep you from hurting people. They have to stop so you don't get in trouble.

Fantasies may be enjoyable but harmful to you at the same time. Fantasies are a problem when they are used to cover up painful feelings. If you feel down or angry, the fantasies may stop the pain for a little while. But, the pain is still there when you stop the fantasy. The pain can be about anything from past abuse to failing in school. Fantasies hurt you when they replace dealing with a problem.

Fantasies may also be used to push people away. You may isolate yourself with fantasies. Using fantasies this way hurts you too. You do not meet and interact with others, but wish to fit them into your fantasies. You try to make the world fit your fantasies. The world never fits into a fantasy. People may feel like you are selfish when you do this.

Sometimes fantasies also are greedy. In a fantasy, we can have whatever we want, whenever we want it. These fantasies are selfish and demanding. The fantasies may convince you that you should get something just because you want it.

Now here are the positives. Fantasies are enjoyable. Many times you may fantasize just for fun. You may not wish to have sex, or sex may not be available. The fantasies may relieve you boredom and brighten your day. You may enjoy fantasizing about someone you care for and want to see, but can't see. Fantasies help you dream about you. You can think about what you want ten years from now. They help you make your dreams real.

No one can reach into your head and check your fantasies. You need to be honest and open about your fantasies. You are the only person that knows if you are honest. But you will know if your fantasies are hurting you.

You may have fantasies about doing crimes. You may continue these fantasies and never tell anyone. If you do, you have changed on the outside, but not the inside. You may work the program and leave, but the fantasies are still in your mind. You may even make it through parole. If the fantasy remains, you will want to make it come true sometime. If you are always fantasizing about chocolate ice cream, you will go get some chocolate ice cream sooner or later. If you fantasize about offending, you will offend sooner or later.

Working with fantasies requires several steps. The first step is understanding what a fantasy is. The second step is recognizing that you have fantasies. The third step is identifying your fantasies and taking responsibility for them. You then need to plan how to take charge of them. Finally, you must use the skills to decrease the inappropriate fantasies.

We will discuss fantasies about violence, substance abuse, and sex. Sexual fantasies are different from the other two. Fantasies about violence and substance abuse lead to problems. Sexual fantasies are good and have four purposes:

- Sexual fantasies are enjoyable.
- Sexual fantasies help you to prepare for sex.
- Sexual fantasies help you maintain your interest in sex.
- Sexual fantasies shape your choice of when, where, how and with whom you have sex.

Remember that sexual fantasies are good. They are only bad when they are used to numb pain, avoid people, or treat people badly.

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Section

1

part 3



## WRONG WAY THINKING

**PURPOSE OF THE FORM:** The Wrong Way Thinking form is intended as a tool for the clinician(s) to assist clients in identifying and exploring their own cognitive distortions, or wrong way thinking, that led to their sexual misconduct. This form provides user-friendly names for various cognitive distortions although the form itself is more for the clinician than for the clients.

**PROCEDURE FOR THE FORM:** The therapist reviews the concept of Wrong Way Thinking and presents the topic to the client(s) in individual or group therapy sessions. The form is read aloud a few examples at a time by the therapist or by one of the clients.

While the therapists help the clients identify their Wrong Way Thinking, they also help identify the Smart Talk or corrective interventions that will help the clients personalize the assignment.

One specific method for exploring Wrong Way Thinking is the use of Smart Cards. These can be on 4" X 6" index cards or poster size paper. The clients identify examples of Wrong Way Thinking on one side of the card and a corrective intervention, or Smart Talk, on the other side. Posters can be completed as group projects. Some clinicians like to use magazine cutouts in poster making with examples of Wrong Way Thinking situations (such as being alone with kids) on one side of the page and a Smart Talk phrase (such as Leave It!) on the other side of the page.

Previously discussed procedures such as memory contests, role-playing or skits, and behavioral rehearsal of the corrective interventions identified in this process are used to assist the client in learning. Creativity and repetition at the client's zone of proximal development are important considerations in assisting clients in developing awareness of their own thinking processes.

## LONG WAY THINKING!!!

(THINKING ERRORS VOCABULARY USED IN DD-SORT PROGRAM)

WASN'T ME	I didn't do it! I don't care who saw me! (Classic denial)
POOR ME	Everyone is out to get me. I am the real victim, can't you see? (Victim stancing)
I CAN'T	Actually means I won't or is a refusal to accept responsibility. (Excuse-making)
IT'S TOO HARD	I am not capable of doing the task, for example, answering the question or remembering things. (Avoiding responsibility)
NOT A BIG DEAL (NOT THAT BAD)	Others are just overreacting and making too much out of this. It was not that bad. (Minimizing)
NOT MY FAULT	Someone else did it or made me do it. It's not my fault. (Blaming)
DO IT NOW!!	Making demands based on a sense of entitlement. Attempting to exert power or control. You owe me! (Power play)
HOP OVER	Changing the subject to avoid responsibility. (Hop over)
LIAR, LIAR	Not being honest by leaving out important details, or by making up a falsehood. This phrase is always stated in a tone and posture that is non-condemning. (Lying)

**= WRONG WAY THINKING!!!**

- DON'T CARE** Acting without empathy or caring about the other person's feelings. Who cares? I don't! (Lack of empathy)
- WON'T GO THERE** Communication shutdown or cutoff from feelings that would normally inhibit behavior. (Cut off or corrosion)
- THEY WANTED IT** Projecting the offender's own fantasies onto the victim, then acting on what the offender actually wanted to do. (Classic blame the victim)
- S/HE WON'T KNOW** Assuming the victim is too young, too dumb, or asleep and will not know what is happening. (Excuse-making, assuming)
- GET MAD!!** Using anger, irritability, or intimidation to distract from real feelings or to avoid responsibility. (Anger, power play, hop over)
- DON'T REMEMBER** Not remembering is another way to deny or avoid responsibility. (Denial, lying, it's too hard)
- SEXY FOR ME** Making the non-sexual into sexual. This is done by creating fantasy material or blaming the victim as if s/he was too sexually stimulating. Viewing K-Mart advertisements, young children, etc., for sexual stimulation. (Over-sexualizing, blaming, excuse-making)
- WON'T GET CAUGHT** Some offenders assume that the bad sex behavior is okay as long as they can get away with it or at least think they will get away with it. This ignores the possible harm to the victim. (Super-optimism)

## **Ladder to Hurting Myself**

Fill out the following sheet thinking backward from doing something that hurt you. Think of completing this worksheet like watching a movie in rewind. If you cannot identify what thinking or feelings you had, pretend you are back in the situation and write what you THINK you might have thought or felt at the time.

**Step 7 Self Destructive Act**  
(What I did that hurt me)

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**Step 6 Set Up/ Opportunity**  
(How I did this)

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**Step 5 Danger Zones**  
(My risky places or situations)

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**Step 4 Bad Thoughts**  
(My bad thoughts before I hurt myself)

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**Step 3 Wrong Way Thinking**  
(My risky thinking)

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**Step 2 Keep things to myself**  
(I did not talk to anyone about these)

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**Step 1 Feel bad/upset**  
(I felt bad or upset about a problem or situation)

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## **Ladder to Hurting Others**

Fill out the following sheet thinking backward from hurting someone else. Think of completing this worksheet like watching a movie in rewind. If you cannot identify what thinking or feelings you had, pretend you are back in the situation and write what you THINK you might have thought or felt at the time.

**Step 7 Act Out/ Bad Behavior**  
(What I did that was wrong to do)

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**Step 6 Set Up/ Opportunity**  
(How I did this)

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**Step 5 Danger Zones**  
(My risky places or situations)

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**Step 4 Bad Thoughts**  
(My bad thoughts before I acted out)

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**Step 3 Wrong Way Thinking**  
(My risky thinking)

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**Step 2 Keep things to myself**  
(I did not talk to anyone about these)

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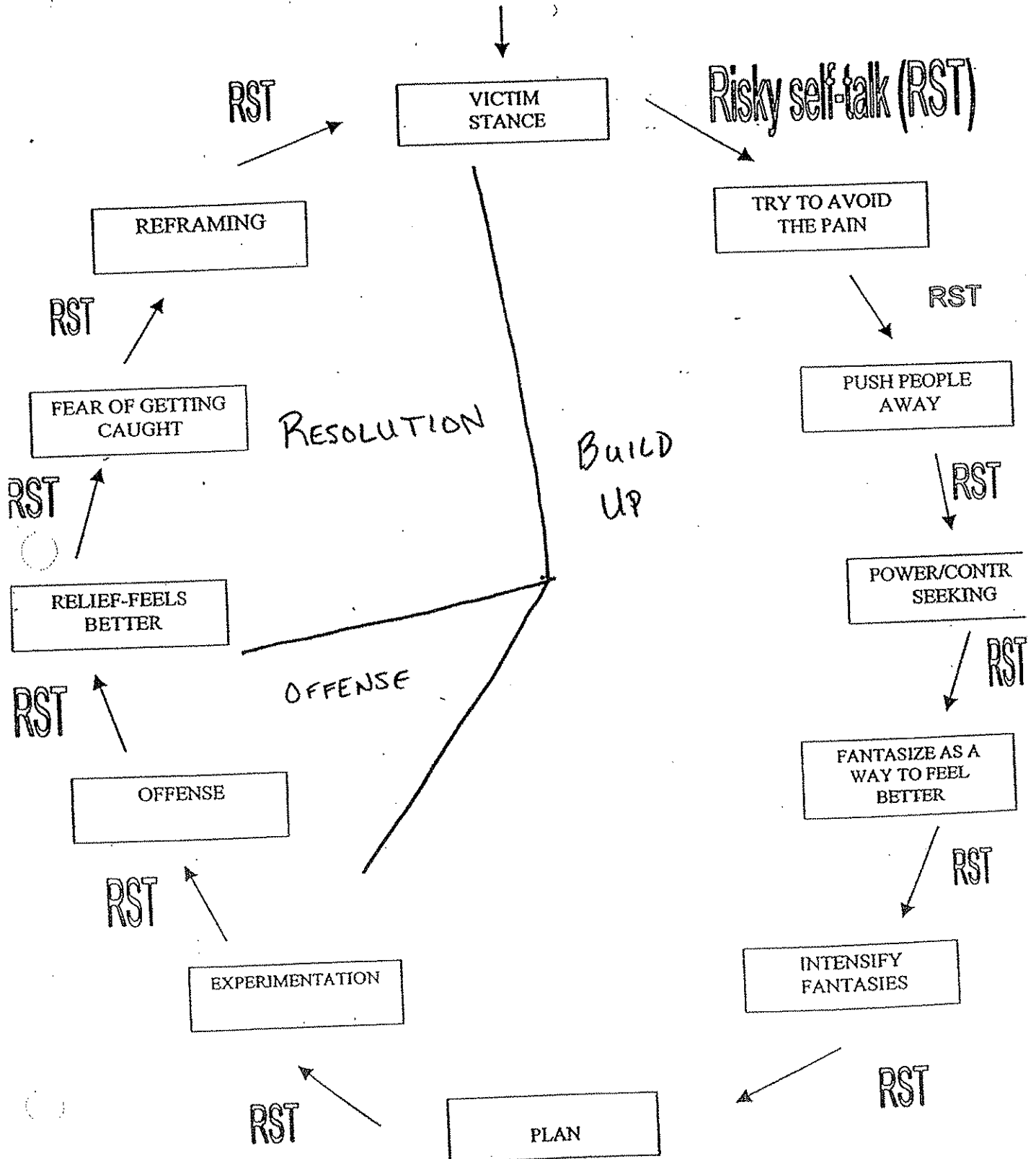
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**Step 1 Feel bad/upset**  
(I felt bad or upset about a problem or situation)

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# CYCLE OF ABUSING OTHERS



## How to do a role play

A role-play is a practice session just like a basketball team has. In basketball practice you have drills. You learn a skill in a drill like dribbling. Then you practice the skill in a scrimmage with your teammates. Finally, you use the skill in a game when you need. The skills groups you have finished are like drills. You learn skills. The role-play is the scrimmage. A scrimmage is a "friendly game." You play with people who want you to learn to win. They encourage you. They correct you. Finally, they wish you well and send you into the game. The role-play does the same thing. You learn how to use the skill. You learn when to use the skill. You learn how hard the skill is to use. Other students and your counselor help do it well. Then you go out in the community and succeed.

Here are the steps to do a role-play.

Step 1: A role-play can have no more than four actors. You and your counselor work together to pick three other students. You need to pick students who are not your best friend. That helps you think through the role-play carefully. Also, you might help some other students who are just learning to do role-plays or have problems doing role-plays.

Step 2: What high risk factor is it about? You must explain the risk factor. Explain how it can get you in trouble. Explain how you and the risk factor get together. The skill I need to use is saying no and meaning it. Here is an example:

My high risk factor is smoking weed. When I smoke weed, I get with my buddies. We run out of money then we do a burglary for more weed. I have to watch out for weed. My cousin Joe is always high and looking to hang out with me. It is real hard to say no to Joe. He's my cousin and we're real close.

Step 3: Set up the situation. The students watching need to know what's happening. Here is an example.

My cousin comes to me when I'm at home and my mom is gone. So it is just me and my sister and Joe. He likes to come in the kitchen when we are eating. That's when he begins working on me.

Step 4: Act out the scene. The scene needs to last at least ten minutes. You have to do the skill. You may write this out or just remember it.

Step 5: "The freeze" is important. A freeze is when everyone stops acting. The actors then tell what their self-talk is. The audience knows if the self-talk skills are used. You might freeze and say:

"Man, he's going to do it again. I've got to say no and make it clear that I'm not playin'."

Step 6: When the acting is done, you then explain your detour. The audience may ask you questions. You also need to explain how it feels to use the detour. You might say:

"I feel a how lot better after I say no and mean it. Joe stops pressuring me and just chills out with us."

Step 7: Accept feedback, questions, and the audience ratings. Your peers and counselor watch the role-play. When you're done, they ask questions to see if you were real. They then give you feedback and show how they rated you.



## Checklist for Role Play of Detours

The student's name is \_\_\_\_\_

The date is \_\_\_\_\_

### Introduction of the role play

1. The student explains the high risk situation

**WOW!!!**

OKAY

**Try again**

2. The warning signs are explained

**WOW!!!**

OKAY

**Try again**

### The role play

Was it real for him?

**WOW!!!**

OKAY

**Try again**

Did he do self-talk?

**WOW!!!**

OKAY

**Try again**

### The detour

Did he do the detour right?

**WOW!!!**

OKAY

**Try again**

Would it work?

**WOW!!!**

OKAY

**Try again**

My name is: \_\_\_\_\_

Counselor's signature \_\_\_\_\_

## Introduction to Fantasies

The purpose of the fantasy section is to create cognitive restructuring so antisocial cognitive structures are changed to prosocial cognitive structures. The practical reality is that many of our youth spend much of their time in thinking and/or fantasizing concerning criminality, substance abuse, and exploitive sexual behavior. These thoughts/fantasies serve as a source of reinforcement for these inappropriate behaviors even if they are not participating in the behavior. These thoughts and fantasies also represent core beliefs about others and interpersonal relationships. These sections presents a set of skills to become aware of thoughts/fantasies, alter the thoughts/fantasies and replace them with more appropriate ones.

The lessons progress from:

1. Identification of the thoughts/fantasies;
2. Reality orienting the thoughts/fantasies;
3. Creation of discrepancy between fantasies;
4. Developing skills to stop or replace the thoughts/fantasies.

The denial, thinking lesson from T4C, and cycles assignments provided opportunities for the youth to identify and understand the implication of their core antisocial beliefs. In addition, the interpersonal attachment developed in process groups and staff interactions provides them an opportunity to develop a positive view of others and themselves. Hopefully, all these activities have helped the youth develop discrepancies between their antisocial view of the world that includes expectancies of cynicism, exploitation, violence, and criminal attitudes and the alternative prosocial view of others and themselves.

The previous assignments were primarily aimed at intellectual understanding, affective education, and development of discrepancies. The fantasy assignments present another step forward as it combines the intellectual emphasis of previous understanding with an invitation to the youth to evaluate the affective value that they attach to their values and consciously seek to change the content and affective value to more prosocial content.

The youth in the highest need for working on fantasies are those with high levels of criminal values, interests, and attitudes. While they may intellectually understand the behaviors, begin to develop victim empathy, and identify their core antisocial beliefs, they often still cling to a fantasized view of the world. Much of their mental activities are filled with thoughts of inappropriate sexual behaviors, violence, criminality, and substance abuse. These mental activities maintain a strong positive affective valence that may spur antisocial behavior even with an intellectual understanding of core beliefs and consequences. Positive affect may include pleasure or anger directed toward others

Social learning would identify the process as cognitive restructuring (Beck 1990). The images that the youth utilizes in his fantasy life amount to cognitive rehearsal of antisocial behavior. The rehearsals are internally rewarded with the internal positive

affective. The fantasy assignments helps bring this process to a conscious level that the youth may reflective upon. Alternative fantasies may be explored along with triggers for those fantasies.

The youth's fantasy life may serve any or all of the following functions:

1. Cognitive rehearsal for antisocial behavior;
2. Reinforcement of triggers and narcissistic perceptions;
3. Distortion of reality to fit his belief systems;
4. Escape from painful situations, thoughts, or feelings.

The imagery referred to as fantasies includes mental activities that youth may identify as daydreaming, war stories, entertainment, dreams, and memories. Some youth may have a primary sensory modalities for these activities such as visual or auditory. They may then describe the activities as movies or music in their heads. Often movies and music are used to stimulate and/or maintain the mental activities. The mass media may also be used to justify the reality of their fantasy life as they maintain that entertainment is reality.

#### Method of instruction

The successful completion of these assignments is dependent on the youth feeling comfortable disclosing the inner life. They may experience significant shame or intense ambivalence concerning some of these images. The fantasies may also serve a strong escape fantasy so that giving up the fantasies also means having to face painful situations, feelings, and memories. The therapist should approach this material in a matter-of-fact manner or with sensitive humor. In either case, the therapist should carefully monitor what the youth may be experiencing through verbal and nonverbal behavior.

The counselor may wish to reflect on how difficult it is for any human being to admit the deviance of their fantasy life. No one readily admits to the thoughts and fantasies that we are seeking to have the youth disclose. Slowly creating a discrepancy between the fantasies and reality is important. The youth may easily say, "I don't do that anymore." This response is denying the problem but may also reflect shame and guilt. The counselor may wish to ask "When did they stop?" and "What it was like when they stopped?" These questions would help the youth relax and become involved in the learning process. Once involved in the learning process, they become less involved in the shame and guilt. They then frequently though sometime indirectly admit to the fantasies. It is not necessary to get a verbal confirmation.

The therapist must phrase questions carefully. Closed ended questions should be avoided and open-ended questions utilized. Many therapists have found focusing on measuring aspects of fantasies from 0 to 10 minimizes denial. The therapist does ask whether they fantasize but "On a scale of 1 to 10 how much do you enjoy fantasizing about..." In addition, the therapist may evaluate level of arousal by careful observations. Signs of arousal to sexual, violent, and/or substance abuse fantasies include:

1. Eagerness to tell fantasies;
2. Eagerness to have other tell fantasies;
3. Slight hidden smiles;
4. Dilated of pupils or seeing eyes "sparkle;"
5. Inability to refocus on content after hearing a fantasy;

Another issue concerns youth who are not convicted of sex offenses being offended with the sexual fantasy issue. The youth may frequently become angry or offended that they are expected to address sexual issues. This denial frequently reflects surprise that sexual exploitation and offending is related to the criminal lifestyle. If a youth is identified as high or very high risk, the probability of sexual offending is high and sexual exploitation very high. If a youth deals drug, they are exposed to trading drugs for sex and punishing women who do not pay with sexual humiliation. Additionally, the promiscuous sexual behavior involved in a criminal lifestyle also makes the probability of offending or exploiting sexual behavior high. Generally, they feel entitled to sex and that any denial of sexual desire is personal loss. The counselor may wish to present the sexual fantasy section to the youth last. They may accept this after they had admitted criminal and substance abuse fantasies. Additionally, substance abuse and sexual behavior are usually closely linked.

The youth needs to self-evaluate the discrepancy between their reports, reality, and level of arousal. The therapist must take a supporting posture to increase prosocial fantasy life. The therapist may offer possible replacement fantasies. Many times for those youths without strong criminal sentiments just the description of fantasies verbally in group or in written assignments is sufficient to change them.

The fantasy assignments are divided into sexual, violent, criminal, and substance abuse subsections. The progression of assignments may be changed depending on the populations. Youth identifying themselves as nonsex offenders may relate to the violence and substance abuse fantasies easier than the sexual fantasies.

### **Sexual Fantasies**

While deviant sexual fantasies are common in the general male population, the therapist should remember that deviant sexual fantasies are not related to recidivism but sexual arousal to deviant fantasies is related to recidivism. In addition, students committing sex offenses frequently believe that their fantasies can come true. For instance, showing their penis to a female peer will actually entice the female peer into sexual activity. These youth may have experienced female peers responding to this behavior but do not understand the response. A female peer may be trading sex for drugs rather than being sexually enticed by an inappropriate behavior. Also, inappropriate sexual behavior is not limited to youth committing sexual offense. Sometimes victims are sexually inappropriate. For instance, a young child, previously molested, may expect and feel obligated to provide sexual activities to someone of similar age to their previous victimizer. The therapist should stress that appropriate dating behavior and fantasies are

a positive replacement behavior and fantasy. Our youth frequently have significant problems with this because they have never experienced age appropriate sexual behavior.

The assignments are

1. Appropriate sexual fantasies
2. Inappropriate sexual fantasies
3. Wilson Questionnaire
4. Sexual autobiography
5. Rape myth scale

Assignments 1, 2, and 5 are required. Therapist discretion is used on assignments 3 and 4. These assignments are appropriate for students if the students are cooperative and involved in treatment. The assignments are not effective in a student milieu that is not supportive to treatment.

The purpose of this assignment is that each student will:

1. Define fantasies and whether there are appropriate or inappropriate.
2. Identify their antisocial and/or inappropriate fantasies.
3. Each student will identify messages from their world that encourages inappropriate and appropriate fantasies.
4. Identify the connection of antisocial and/or inappropriate fantasies and their offense behavior.

Instructional Suggestions.

1. Define fantasies broadly. A fantasy may only involve a flash of a mental picture. The picture may not be inappropriate but when carried out is inappropriate.
2. Plans and fantasies may be the same mental behavior. Fantasies act as cognitive rehearsals for the offense.
3. Youth vary dramatically in how well their fantasies reflect reality. Some youth, with good reality may have accurate fantasies about their behavior's outcome. For instance, a youth is angry and wishes to humiliate a female. He runs up, calls her obscene name, and hits her on the breast in front of her peers. This youth clearly understands the consequences for the female. Another youth fantasies provides oral sex to an 8 year old boy. The youth believes the sex act will bring them closer together and the child will never tell anyone. This youth clearly does not understand the reality of acting out his fantasies.
4. The instructor should reward discloses of fantasies with eye contact, attention and verbal praise. Youth not disclosing should be ignored. The only exception to this rule are a small minority of sex offenders where exaggerates the number and content of fantasies. They often do this to gain the therapists attention and simultaneously push peers away. The instructor should note to the youth that this is entering a cycle of abusing self and/or others.

5. A student may state that TV, songs, and friends do not make them do something wrong. You should agree. Fantasies do not make someone offend. Fantasies make offending easier. They help a youth over come internal barriers.

### Beliefs Test

The beliefs test should be given at the beginning of the introduction session. Most students will require help. It is recommended that the therapist read the test or use a tape of the questions. The therapist may clinical assess the test for clinically significant responses. The beliefs test are divided into these sections:

1. Satisfaction with self, questions 1-10
2. Attitudes, questions 1-45
3. Stereotypes, question 46-48

A copy of the tests should be sent to the psychology office with the student's name date, and cottage number.

Appropriate sexual fantasies

The assumption of this assignment is that the student have a limited understanding of appropriate sexual behaviors. The youth may view appropriate sexual behaviors in a highly idealized manner though most consider promiscuous and recreational sex as appropriate. This lesson stresses the promiscuous and recreational sex is self-destructive and diminishes their ability to develop intimate and loving relationships. Related statistics that are relevant are:

1. The average age for first sexual experience remains in the 16 to 18 year old range depending on the study.
2. Typically, those individuals having earlier sexual experiences are also associated with drug and alcohol use.
3. The average American has less than 12 sexual partners in their lifetime.
4. Promiscuity may be defined as more than six partners in a year.
5. Most marital couples do not have sexual experiences outside of their marriage.

Another reality for our youth is that appropriate sexual behavior requires sharing control of the relationship with their partners. Core beliefs concerning relationships, compromising, and not having their needs met immediately are addressed. Progress for some youth is just the recognition that alternatives to exploitative relationships may result in improved contentment and long term relationships.

Appropriate relationships should be assigned first. The lecture should review basic facts concerning female sexuality stressing:

1. Relationships may be important for women.
2. Woman may require more foreplay then men to prepare for intercourse
3. Woman respond physiologically differently than men

More information is provided in the assignment sheet.

Relationship education is also included. Many clinicians have found it helpful to draw a series of concentric circles on a dry erase board. The area outside of all the ring represent people that the student does not know. The rings inside the outer circle represent:

1<sup>st</sup> ring includes role relationships like customer and sales person.

2<sup>nd</sup> ring includes friends that they share interest with such as sports but not personal information. These individuals could be schoolmates that they know only through a class.

3<sup>rd</sup> ring includes friends that friends that they share some personal information such as what their interests are and what are their personal opinions about teachers, principles, and other shared friends. Typical life events are shared.

4<sup>th</sup> ring includes close friends. They share feelings concerning each others and important events in their lives. Time together is sought after and enjoyed. A history is developed between them.

5<sup>th</sup> ring includes intimate friends. Feelings concerning themselves, painful experiences and self-doubt are shared. A history exists between them and they seek to extend that history. Family is included in this group.

It is important for the youth to understand that intimacy requires time and effort. A discussion concerning which ring sexual partners are included may be helpful.

The sexual biography and Wilson questionnaire may be included as additional assignments.

The appropriate sexual fantasy may create some problems. These rules should be followed at all times.

1. Sexual fantasies concerning counselors, officers, and teachers are inappropriate without exception. The therapist should explain that the nature of the therapeutic relationship requires the youth to see professionals as nurturing and caring but not sexual. Youth will have sexual fantasies about these individuals but discussing them with the youth reinforces the fantasies and gives them permission to depersonalize the staff member.
2. Appropriate fantasies may be with same or different gender peers. However, staff should not encourage same gender fantasies.

### **Violent and criminal fantasies**

These lessons are divided into violent and criminal fantasies and then reporting past criminal behavior. The objectives of these assignments is:

1. Assess the amount of fantasy life spent on violence and crime;
2. Look for triggers for violent fantasies;

3. Develop comfort in discussing violent fantasies;
4. Understand that hurt can be numbed with violence.

If the students begin discussing violent fantasies, allow them to continue noting their affect response. After most have spoken, ask them to reflect on the process of the discussion and the affect that was expressed. Attend to those students who appear to experience some dissonance between the previous discussion and their reflection on violence. Frequently, those with the least discrepancy may seek to minimize or deny discomfort. Typically, the most success method to respond to these youth is ignore them and attend to the others. Look for opportunities to praise those who express discomfort with violence.

### **Substance abuse fantasies**

This section focuses on helping them to identify the fantasies and triggers for the fantasies. The objectives of these assignments is:

1. Assess the amount of fantasy life spent on substance abuse.
2. Look for triggers for substance abuse fantasies
3. Develop comfort in discussing substance abuse fantasies.

Students frequently have problems with perceiving marijuana use as problematic. They do not perceive the drug as addictive or that it has long term effects. The therapist may wish to review materials on marijuana before doing this lesson. Many of our students may be familiar with the arguments for legalization of marijuana. They view legalization as no penalty at all as opposed to minimizing legal sanctions. It is reasonable to note that legal sanctions for marijuana may not be entirely consistent with the immediate danger but is consistent with the long term harm of addictive use.

Therapist may choose to begin this section with this activity. When the student are seated and calm, pull out from hiding rolling papers and a empty bottle of liquor. Say nothing and allow the student to touch and handle them. They quickly become euphoric and begin telling "war stories" or having rolling contests. The therapist can then point out the effect of the thought of using. If the therapist chooses to do this activity, the lead psychologist, Asst. Supt. Of Programs, and their administrative supervisor must be informed **before** the objects are brought in. If they are not informed, it may appear that the therapist is trafficking.

### **Tracking Fantasies**

This assignment is straightforward to explain but difficult to motivate youth to do. Small rewards or prizes would be appropriate for whoever provides the largest number of specific categories either self or observed. The purpose of the assignment is:

1. Teach them to monitor their thinking and fantasizing.
2. Teach them to observe other who are high risk factors for them.



### Instruction Suggestions

1. The important point here is not the number but just that they try and monitor themselves and others. Do not become too concerned about accuracy of types.
2. Sometimes the "when" can give clues to high-risk situations for the prevention plan or when acting out is most likely in the cottage.
3. Do not accept "none" as a response. Human being fantasizes. Require them to report at least several a day. The other students may be helpful with student who denies fantasizes.
4. If they are reporting too many a day to mark down then ask them to do it for specific hours or help them identify triggers.
5. The negative feedback is inherent in the tracking assignment. The therapist should not try and sanction or disapprove of any results. The sanction is each youth seeing for themselves and honestly appraising their fantasies.
6. Some evidence (Marshall, 2001) exists that fantasies are related to self-esteem. The lower the self-esteem, the higher the fantasies. The therapist should be aware and sensitive to this issue.

### Stopping Inappropriate Fantasies

The purpose of this assignment is to develop skills in the youth to stop inappropriate fantasies. The youth should identify one of the skills and attempt to use it and then give feedback to the group.

The name for the methods of stopping fantasies are:

1. Talking about what they think or fantasize is referred to as verbal satiation. Verbal satiation is also part of the process group. The repeated description of the offense acts in the same manner.
2. Finding alternative thoughts or fantasies is referred to as thought replacement.
3. Counting the thought or fantasy is a behavior modification technique.
4. Interrupting the thought or fantasy is referred to as covert desensitization.

The initial example is about sex but the therapist should use other examples. The critical features of the examples should be:

1. The youth is presented with a trigger
2. The youth fantasizes in response to the trigger though recognizing the behavior is wrong.
3. Chooses to continue to fantasize
4. Ultimately, gives in to the fantasy.

The best alternative out of the five offered is probably the fifth. Most often fantasies will decrease if they resolve problems. This alternative is especially effective if a youth has a negative affect offense cycle. This alternative is probably less effective if a youth who have a positive affect offense cycle.

Alternative 2 (Finding alternative thoughts or fantasies) has one possible negative side effect. If a youth follows an inappropriate sexual fantasy with an appropriate sexual fantasy and then masturbates, he is actually reinforcing the inappropriate sexual fantasy. Stress that the alternative thought cannot be a positive sexual fantasy for any inappropriate fantasy. Alternatives to violent fantasies should also reduce anger rather than redirect anger.

If deviant sexual fantasies continue, despite correct use of the alternatives, the therapist should try either the satiation protocol or the assignment from the Oregon Adolescent Sex Offender Treatment Network. If these are not successful, please consult with one of the supervising psychologists.

*Section I*  
**Sexual Deviance**

**F. Fantasies**

This section will focus on appropriate vs. inappropriate fantasies, deviant fantasies, and fantasy detours.

**PROGRAM MATERIALS**

1. Fantasy Section from Cycles Group and all related materials

## INTRODUCTION TO FANTASIES

Fantasies are fun, funny, painful, arousing, scary, satisfying, and a lot more. Fantasies are normal and good. They are like food for the mind. They feel good and are needed. If fantasies were gone, you would want them. We want you to have positive fantasies. Fantasies that help you feel good. Fantasies give you dreams. Things you want to do in the future. We want to help you live your positive fantasies.

We would never want you to stop having fantasies. Not having fantasy would make you want them. It's just like being hungry makes you want food. But like food, some are not good for you. If you eat rotten meat---you get sick. If you feed your mind with rotten fantasies, then your mind gets sick. Then, you might hurt people, your family, and yourself. These assignments help you understand violent, alcohol, drug, and sexual fantasies.

You will learn the difference between appropriate and inappropriate fantasies in these lessons. They also help you understand violent fantasies. They may have to do with your offenses and relationships with others. You will also learn when and where to have fantasies. The final section teaches you how to control or change your fantasies.

Talking and thinking about your thoughts is difficult. Sometimes it is embarrassing. You may have to work with your counselor to become okay with talking about them.

First let's discuss the negatives.

One of the most difficult things to talk about is fantasies about your offenses. When you have fantasies about your criminal behavior, you might feel shame. You are not only telling what you did, but that you planned it. When you admit wanting to do the offense, you are saying that you meant to do it. That can cause feelings.

Sometimes those feelings are guilt. Other times it's shame. Sometimes the feelings are good.

Shame is a difficult feeling to understand. Let's think about two different guys. Each guy does something really wrong. The first guy thinks about what he did and knows that he did wrong. He then says to himself that he always screws up and there is nothing good about him. This guy is feeling shame.

The second guy thinks about what he did and knows that he did wrong. He then says to himself that he is better than that. He tries to think of ways never to do it again. This guy is feeling guilt. We hope you feel guilt and not shame. Guilt helps guys to change. Shame gives them a feeling of hopelessness. Shame makes it hard to admit mistakes. Guilt makes you want to admit mistakes. Admitting mistakes is painful. But, when you know you can change the pain is worth it.

Discussions of your fantasies may bring feelings of shame. But, remember everyone had fantasies that led to their offenses. No fantasy is better or worse than any other fantasy. Violent fantasies are not more manly than sexual fantasies. Substance abuse fantasies are just as dangerous as violent fantasies.

Sometimes guys feel good about what they did. They may feel good because they got over. They may feel good because they got revenge. Having fantasies of crime and feeling good makes it easy to do crimes. These fantasies have got to stop to keep you from hurting people. They have to stop so you don't get in trouble.

Fantasies may be enjoyable but harmful to you at the same time. Fantasies are a problem when they are used to cover up painful feelings. If you feel down or angry, the fantasies may stop the pain for a little while. But, the pain is still there when you stop the fantasy. The pain can be about anything from past abuse to failing in school. Fantasies hurt you when you replace dealing with a problem with the fantasy.

Fantasies may also be used to push people away. You may isolate yourself with fantasies. Using fantasies this way hurts you, too. You do not meet and enjoy others but wish to fit them into your fantasies. You try to make the world fit your fantasies. The world never fits into a fantasy. People may feel like your selfish when you do this.

Sometimes fantasies also are greedy. In a fantasy, we can have whatever we want, whenever we want it. These fantasies are selfish and demanding. The fantasies may convince you that you should get something just because you want it.

Now, here are the positives.

Fantasies are enjoyable. Many times you may fantasize just for fun. You may not wish to have sex or sex may not be available. The fantasies may relieve your boredom and brighten your day. You may enjoy fantasizing about someone you care for and want to see, but can't see.

Fantasies help you dream about you. You can think about what you want ten years from now. They help you make your dreams real.

Doing these assignments

No one can reach into your head and check your fantasies. You need to be honest and open about your fantasies. You are the only person that knows if you are honest. But you will know if your fantasies are hurting you.

You may have fantasies about doing crimes. You may continue these fantasies and never tell anyone. If you do, you have changed on the outside but not the inside. You may work the program and leave. But the fantasies are still in your mind. You may even make it through parole. If the fantasy remains, you will want to make it come true sometime. If you are always fantasizing about chocolate ice cream, you will go get some chocolate ice cream sooner or later. If you fantasize about offending, you will offend sooner or later.

Working with fantasies requires several steps. The first step is understanding what fantasies are. The second step is recognizing that you have fantasies. The third step is identifying your fantasies and taking responsibility for them. You then need to plan how to take charge of them. Finally, you must use the skills to decrease the inappropriate fantasies.

We will discuss fantasies about violence, substance abuse, and sex. Sexual fantasies are different than the other two. Fantasies about violence and substance abuse lead to problems. Sexual fantasies are good. Sexual fantasies have four purposes:

- Sexual fantasies are enjoyable.

- Sexual fantasies help you to prepare for sex

- Sexual fantasies help you maintain your interest in sex

- Sexual fantasies shape your choice of who, when, where, how, and with whom you have sex.

Remember sexual fantasies are good. They are bad when they are used to numb pain, avoid people, or treat people badly.

## SUBSTANCE ABUSE FANTASIES

### WHAT MAKES YOU CRAVE?

Directions: Craving is triggered by many things. What triggers your craving may be very different from others. This exercise is designed to help you recognize your own "triggers." Rate each of the items below on a scale from 1-5 (1 = no problem, 5 = major cravings).

- \_\_\_ 1. rolling papers
- \_\_\_ 2. pipe
- \_\_\_ 3. bong
- \_\_\_ 4. beer bottle
- \_\_\_ 5. liquor bottle
- \_\_\_ 6. beer commercial
- \_\_\_ 7. liquor advertisement
- \_\_\_ 8. music with drug lyrics
- \_\_\_ 9. music you listened to while using alcohol for drugs
- \_\_\_ 10. razor blades (for cutting cocaine)
- \_\_\_ 11. driver's license (for cutting cocaine)
- \_\_\_ 12. Pepsi bottle (for smoking cocaine)
- \_\_\_ 13. hypodermic needle
- \_\_\_ 14. baggies (for carrying drugs)
- \_\_\_ 15. T-shirts with alcohol or drug slogans
- \_\_\_ 16. posters with alcohol or drug slogans
- \_\_\_ 17. patches with alcohol or drug slogans
- \_\_\_ 18. photographs of partying
- \_\_\_ 19. television or movie scenes with people drinking or using drugs
- \_\_\_ 20. music videos (MTV)
- \_\_\_ 21. people telling "war stories"
- \_\_\_ 22. smells of alcohol or drugs
- \_\_\_ 23. finding drugs or alcohol that you stashed earlier
- \_\_\_ 24. passing by a place where you drank or did drugs
- \_\_\_ 25. having a large amount of money in your pocket
- \_\_\_ 26. getting your paycheck
- \_\_\_ 27. reading about drugs or alcohol
- \_\_\_ 28. certain times of day when you drank or did drugs
- \_\_\_ 29. letters from drug-using friends
- \_\_\_ 30. activities that you did while drinking or doing drugs (such as playing cards, smoking cigarettes, watching television)

List five of these that are the hardest for you to deal with.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_



Add five more triggers that are not on this list. Be specific.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**CHALLENGE:** Try to avoid your ten triggers for one day. Write down how your cravings felt that day and what you did in response.

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Behaviors that lead to relapse.

- \_\_\_ 1. Arguing with boyfriend or girlfriend.
- \_\_\_ 2. Arguing with family members.
- \_\_\_ 3. Not eating well.
- \_\_\_ 4. Sleeping too much or too little.
- \_\_\_ 5. Keeping to yourself too much.
- \_\_\_ 6. Not talking to other people.
- \_\_\_ 7. Having too much time on your hands.
- \_\_\_ 8. Trying to do everything at once.
- \_\_\_ 9. Daydreaming about the "old days".

- \_\_\_ 10. Not following your counselor's advice.
- \_\_\_ 11. Insisting on doing it "my way" (big ego).
- \_\_\_ 12. Not attending A.A. or N.A. meetings.
- \_\_\_ 13. Not speaking up for yourself.
- \_\_\_ 14. "People-pleasing".
- \_\_\_ 15. Being dishonest.

List ten of these thoughts, feelings and behaviors that are the hardest for you to deal with.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

List ways that you can handle each one of these. Ask a counselor, teacher, parent or friend for helpful suggestions.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_

10.

### HOW WELL DO YOU KNOW YOUR WORLD?

**Directions:** In the first column, list people, places and activities that promote your drug use. Then list safe alternatives in the second column. If you notice that there are fewer items in the safe column, then you need to develop more safe alternatives to balance the risk.

#### RISKY PEOPLE

#### Risky

#### Safe

1. family members

2. friends

3. boyfriend/  
girlfriend

4. coworkers

5. adults

6. acquaintances

RISKY PLACES

1. school

2. home

3. friends' homes

4. work

5. outside

RISKY ACTIVITIES

1. games/sports  
(participating)

2. games/sports  
(attending)

3. holidays

4. anniversaries

5. vacations

6. entertainment

7. special events

List your "Ten Most Unwanted Relapse Triggers." Pick the riskiest items from the list you made above. AVOID THESE AT ALL COSTS!

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**WRAP-UP ACTIVITY: RELAPSE FANTASY**

Using items from the "ten most unwanted triggers" list, write a relapse fantasy. This fantasy is a description of how you would relapse if it were going to happen. Be specific and write it like a story, with a beginning, middle and end. Review this with your counselor, teacher or parent to get their ideas about how to avoid this fantasy coming true.

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## **Violent Fantasies**

This assignment is to describe your violent fantasies. Violent fantasies are different from one person to the next. Violent fantasies may come up in any of these situations.

1. When you angry.
2. When someone gives you a direct order that you don't want to follow.
3. When a peer annoys you.
4. When scenes from a movie, video, or song pop up in your head.
5. When you and your friends are telling stories about the street.
6. When your bored and daydreaming.
7. When you are making jokes.

When you have violent fantasies, describe what pictures go through your head. Use the list of situations to help you remember.

What are your favorite methods of violence?

Who do you fantasize about hurting?

On the back of the sheet write out in detail one of your violent fantasies. Include who you are violent toward; their age, sex, and race; what you would do; where you would do it; and who else would be there.